

Pupil premium strategy statement – Greenpark Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 – 2023 2023 – 2024
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025
Statement authorised by	J Graver
Pupil premium lead	R Jones
Governor / Trustee lead	L Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£197,880
Recovery premium funding allocation this academic year (22/23)	£ 19,611
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 217,491

Part A: Pupil premium strategy plan

Statement of intent

Greenpark Academy is part of the wider Ad Meliora Trust. The Trust vision is to raise standards.

At Greenpark Academy everyone deserves to be treated with respect. We believe an effective school should be inclusive with a focus on the curriculum, learning and achievement; not only academic achievement but achievement in the broadest sense.

At Greenpark Academy we work to develop positive behaviours for learning in order for all children, irrespective of their background or the challenges they may face, to have the tools to become successful learners now and in the future. Along with academic learning, we aim to enable children to gain life skills and achieve a sense of well-being.

The key principles of the pupil premium strategy are to prioritise speech and language development at an early stage in EYFS so children are equipped with the behaviours for learning and the skills to access phonics learning, reading and the wider curriculum as they move through the school to Y6.

We aim to identify gaps in reading, writing and maths across KS1 and KS2 to deliver plan and teach lessons which have the most impact on outcomes for pupils.

Alongside this, we aim to develop the social, emotional and mental well-being of children so they have the required skills to be successful lifelong learners.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Children's behaviour and relationship skills are typically under-developed, we see this in a large proportion of disadvantaged pupils. Children do not always come to school with the skills to self-regulate in an age appropriate way; this impacts negatively on their ability to access learning in the classroom and is often disruptive to the learning of all children. We have seen an increase in children presenting with SEMH issues since the Covid pandemic.</i>
2	<i>A lack of early intervention in other services such as health, mental health and social services has meant families and children have not always been able to access support and help in a timely way. This has impacted negatively on the most vulnerable members of our school community affecting well-being and attendance.</i>
3	<i>The school has above average figures of disadvantaged families, and above average pupil absence, particularly within the disadvantaged group.</i>
4	<i>Year 1 phonics data is now in line with national average for all children due to the impact of work over the 3-year period. However, disadvantaged children still score lower than non-disadvantaged pupils.</i>
5	<i>Reception intake from 2019 have been identified as an area of concern due to the disruption of the key foundation learning in EYFS. A 3-year recovery plan is in place for this year group. In addition, due to moving to a new school and increasing in size, this year group has seen a high level of mobility.</i>
6	<i>Due to levels of deprivation and lack of transport, many disadvantaged children do not access a broad range of experiences outside of school. School provides visits and visitors to inspire the children, to improve their knowledge and understanding of subject areas and to provide stimulus for written work. Children who may have talents in the arts may not always be recognised.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children's speech and language is assessed on entry and a programme of support put in place to be delivered and/or by speech assistant or within the classroom. A programme of assess, plan, do, review to monitoring and track progress over time. Children will have any speech issues met much earlier, enabling them to fully access phonics teaching, reading and the wider curriculum.	<ul style="list-style-type: none"> • Children making good progress from their starting points in speech and language • An increase in % of children achieving GLD by the end of EYFS • An increase in % of children passing the Y1 phonics screen
A baseline picture is obtained to assess where children are in their learning. Precision teaching to be delivered in small groups (and	<ul style="list-style-type: none"> • Progress over can be seen within the school year in phonics, reading and writing

<p>1:1 where appropriate); tracked forensically so that children are enabled to make rapid progress towards meeting age related expectations.</p>	<ul style="list-style-type: none"> • Improved KS1 attainment and progress data • Improved KS2 attainment and progress data • The progress gap for the 2019 intake is closing
<p>Positive behaviours for learning, SEMH and well-being developed. Children supported in class pastorally; techniques modelled to other adults in school to ensure consistency across school in the Restorative Approach. Norfolk STEPS and Thrive techniques. Thrive and nurture work in place for individual and 1:1 where needed in addition to work in class. The well-being of children and the whole family taken into consideration. Thrive will be used to track progress along with teacher/TA observations.</p>	<ul style="list-style-type: none"> • A reduction in low level behaviour in class • A reduction in behavioural incidents in unstructured times • More children able to successfully access learning in class with their peers • A reduction in suspensions and permanent exclusions • Improved attendance
<p>Positive relationships between home and school, particularly around barriers to learning. School working in partnership with families to support children to make progress in developing behaviour and relationship skills. Support for families to identify barriers when children do not attend school regularly and to signpost to support. Parents open to support from external services where needed.</p>	<ul style="list-style-type: none"> • Improvement in attendance • Positive feedback from parents • Support for families and children in accessing external support where needed
<p>Children have an opportunity to develop skills and knowledge in both music and art from visiting specialists in both subjects to provide full opportunities for pupils to be creative, collaborative, celebratory and challenged.</p>	<ul style="list-style-type: none"> • Disadvantaged children have access to specialist art and music teaching and an opportunity to see/perform live music.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching support through coaching and mentoring in identifying gaps in learning, planning teaching and intervention and assessing progress and next steps

Budgeted cost: £90,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full time PiXL/pupil premium lead to lead</i>	Previous evidence data shows good progress from starting point for pupils, in particular disadvantaged pupils, through the forensic analysis of gaps in learning for the planning of bespoke teaching to address these gaps.	4 & 5
<i>PiXL subscription</i>	Evidence based intervention programme	5
<i>Additional TA support Y4 and Y5</i>	This group (2019 intake) has been identified as an area of concern due to their disruptive start in reception caused by the Covid pandemic. A recovery plan is in place to address this through more targeted teaching and small group work using PiXL materials.	5

Targeted academic support for social and emotional intervention

Budgeted cost: £60,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive used as a tool at assess, plan and deliver SEMH intervention.</i>	Previous data and case study evidence shows positive impact on children's well-being, ability to self-regulate and access learning in class with peers.	1, 2 & 3

Wider strategies enrichment opportunities and work to target improving attendance

Budgeted cost: £69,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent support adviser</i>	Case study evidence show that when early intervention takes place, support and signposting to additional support, we see an improvement in children accessing learning more effectively and attendance improving.	2 & 3
<i>Attendance lead and pastoral lead</i>	Attendance lead to work with PSA and pastoral assistant to address attendance issues at the root cause and put in place support. Case study evidence shows positive improvement in parent relationships with school, engagement and improved attendance.	2 & 3
<i>Art and music specialist, supplement funding for visits and visitors</i>	Improvement in the quality of work produced in music, art and other areas of the curriculum. Positive impact in previous years of access to music specialists and confidence gained from taking part in live music performance for an audience.	6

Total budgeted cost: £219,999

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data shows that regular coaching and planning meetings with class teachers using daily assessments, observations and test data were used to inform planning, teaching and direction of TAs to deliver to small groups or 1:1 where appropriate of bespoke teaching based on the areas that were identified as being 'weaknesses'. Regular formal assessments with QLA identified the areas of strength and weaknesses to inform planning and teaching. Progress over time was then tracked to assess the impact and inform next steps in teaching and learning. Half termly pupil progress meetings to monitored impact and progress meaning additional resources could be focused where they were needed most. We saw positive results in Y6 and it is felt that Y3, 4 and 5 children are better prepared for moving up the school; in the long term, less time should need to be spent on 'catch up' in Y6.

Good progress was seen from starting points in 'filling the gaps' and equipping children with the key knowledge and skills in order to make progress. Children who are not making expected progress over time are tracked and the data is used to draw up support plans (APDR) and access external services using the data from APDR. A positive impact was that more small group work and targeted teaching could take place across all classes/groups of children.

In line with country-wide data, we saw a downturn in attendance percentages for the academic year. Despite a dip in data for PP and all children, the gap in persistent absence between PP and all children reduced by approximately 1.2%

We have had more children able to access learning in the mainstream classroom due to the work between the PSA, the pastoral team and the SEN team to ensure those children finding this a challenge at the start of the year, having timely support put in place to meet their SEMH needs and ensure that they could access learning within class. With 16 feeder nurseries, we see inconsistency across settings meaning children arrive in reception at different stages. Having a language TA able to support early on is of massive importance. The first half term in reception is about language, stories, reading, listening, sitting and general communication. Where we do not see good early progress, early intervention is put in place using TAs to deliver NELI and Early Talk Boost. In KS2, using Talk Boost, we have seen a massive improvement in language with some Y5/6 SEN children making 1 year's progress in 6 weeks.

All children accessed music sessions taught by a peripatetic music teacher. Y3/4 performed in a concert at the Corn Exchange. They were able to showcase their learning and developed in confidence performing in front of an audience.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.